

# Geography That is Sure to Stick When Once Learned

By Carrie P. Herndon

A young man just from college, said to me, the other day, "I wish I could study Geography as it is taught to-day. When I studied it Geography meant only a memorizing of facts. That there was reason back of these facts which the children might possibly comprehend and enjoy seemed never to have occurred to our teacher. Just facts, facts, facts, and woe betide the youngster who could not say over just what the book said. Staying after school or even whipping on the hand was often the penalty. My powers of memorizing were great, so of course I fared well, while the only boy in the class who ever thought or asked questions was always in trouble. "Of course I never learned any Geography and of course I remember none." He might very much better have said, "Of course I saw the reason for none of the facts I learned and memory alone could not hold them."

The state texts, adopted by the supposedly best educators of many of our great, rich states, are still organized and the old plan of facts strung together without the least suggestion that one is in any way related to or dependent on the other. These old books are adopted because they are cheaper and the text book committee must save the people's money. But do they save it? The average child studies geography three or four years, but leaves school admitting that he knows nothing about it. Three days of school, eight months to the year and twenty days to the month, means four hundred eighty days. Suppose the children devote one hour a day to Geography study;

That means four hundred eighty hours. We pay a good bright boy at our Industrial School seven cents an hour for his time. That is \$33.60 for the time spent on his geography. Is it not worth while to put into his hands a book, which if mastered will stick? A book which will send him into the world to put a question mark after each man's business success or failure, each nation's growth or decline?

The old book devotes a paragraph each to surface, climate, plants, animals, occupations, cities, government and religion without any idea of showing the interdependence of these. The best new books start with some great essential facts about a country and all these paragraphs above which we admit must be taught, unfold as naturally as a blossom. The United States has a population of something like ninety two millions. Canada, lying to the North of us, has an area greater than our own and yet her population is less than six millions, about one fifteenth as large as our own. Now why is this? Canada was discovered and settled about the same time that the United States was. Why have ninety-two millions flocked to the United States while the people of Canada are equal in numbers to the state of Pennsylvania? A study of the climate of Canada now has for us a definite purpose. It is to help us solve a problem that is now of interest to every school boy. A study of the water ways that permitted the early settler to go to the interior and to carry on trade naturally follows. The fact that our waterways are always open to trade while those of Canada are blocked

for five months of the year helps him solve the problem of the difference in population; and since there is the cause and effect relation it is not hard to remember. Take our great staple crop, corn. A few months from the time it was planted it was ready to be eaten on the table and yet throughout the entire year it was so easily preserved and prepared as good both for man and beast. What a wealth of food arranged along a single cob! How easily prepared to tempt man's appetite! This one crop, that did more than any other to make early settlement possible, was or was not a product of Canada. Again we read with the idea of solving our problem of the difference in population. Our greatest crop, cotton, the exports of which brought into our country in 1908 \$402,965,960 and has increased every year since, what of this crop in Canada? You do not find it mentioned. Wheat will occur to us as one of our great crops. Turn to the crop tables given in our best books. You will find the order United States, Russia, France, India, Austria-Hungary and Italy. Again Canada is not mentioned. Look at the table for sugar cane. The order is Cuba, Java, United States, Hawaii, Brazil. Again Canada is not mentioned while we rank third. In the wool table the United States is not so high in the scale ranking fourth. Canada is not mentioned.

The abundance and the close proximity of coal and iron, we are told, were the great reasons for England's manufacturing supremacy. Look at the coal table. The order is United States, Great

Britain, Germany, Austria-Hungary. In iron the order is United States, Germany, Great Britain, Spain, France. Canada does not figure. In gold the order is Transvaal, United States, Australia, Russia, Mexico. The silver chart runs, United States, Mexico, Australia, Canada, Peru, Germany. While the name United States appears in many instances first, Canada occurs but once and that in the last and least important chart and then holds but the fourth place in the chart while the United States holds first place. Now we are prepared to study with a purpose the plants, animals, and minerals of Canada. The sort of occupation these products offer the people grows naturally from what has preceded.

A study of the sort of people best adapted to these occupations follows naturally. We next asked the question, would these occupations demand many small trading posts or few great cities? Where are the natural locations for these towns and cities? And lastly, name some of them and see what the book has to say about their character and why they are what they are. Thus you see these facts about Canada are strung together in the relation of cause and effect. They are not hard to remember. Our best new Geographies are written in this way. Such Geography is bound to stick. Is it extravagant to put one of these new books into the hands of our children? His four hundred and eighty hours spent on Geography may thus be made a veritable delight, a period of solving great problems, a period of thinking relations instead of a dreary grind on facts, facts, facts,

most of which are destined to be crowded out of memory by new facts.

Let us look at the navigable rivers that made early settlement possible. The Amazon is navigable for steamboats for a distance of twenty-two hundred miles from the sea, almost across the continent. The drainage we are studying now is a factor in the solution of our problem, not as an isolated fact. The question of the source of this vast amount of water in the Amazon comes up naturally and the rainfall of the equatorial region becomes a matter of interest.

Food supply is a matter of greatest importance to the early settler. The matter of health and material for building a home are of greatest importance. Next comes the question what does the country afford that can readily find a market and bring wealth to the settler? Assuming that climate most like that of Europe is best suited to the Europeans who are to settle this new country, we study the climate of the Amazon, La Plata and Andes sections with a purpose and we can easily remember why Argentina, Uruguay and Paraguay are the most progressive sections of South America and why Brazil, one of the principal diamond producing countries of the world, and having about the same area as the United States, has but one-fifth as many people. The study of the Amazon jungle as to its possibilities for European settlers now has a purpose. But one large town is found in this entire Amazon valley while Buenos Aires, at the mouth of the La Plata, is the largest city of South America, having over a

million inhabitants, and Montevideo in Uruguay is larger than Montreal, and the La Plata valley is dotted with large, prosperous towns. The location of cities and towns, their sizes, the occupation of the people can all be comprehended when we compare these two great river valleys as to their possibilities for European settlers.

## SHIPPING NEWS

WEDNESDAY.—The S. S. Noem arrived at Keolu on her regular powder trip to the windward side of the island. She also carried some miscellaneous freight for Kilauea.

The S. S. Kilauea arrived at three thirty Wednesday morning on her regular trip, reporting fine weather and a smooth trip.

The lumber schooner Defiance, which had been lying at Port Allen for about two weeks discharging a consignment of lumber, sailed last Thursday, destined for Grey's Harbor.

Saturday: The Like-like, Capt. Naopola, arrived at Nawiliwili at 3:15 a. m. with 18 cabin and 13 deck passengers. The Like-like taking the Hall's run while the later is undergoing repairs. She brought a large assortment of freight for Nawiliwili and 17,000 feet of lumber for Ahukini. Purser Richter reports a smooth trip.

We would respectfully call the attention of our readers to the notice of registration appearing in this issue, and advise voters to get into the registration office.

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